

Exemplary District TnREppp Disproportionality Self-Assessments

Data, Policies, Practices, and Procedures Examined from the 2007-2008 School Year

FOCUS AREA 6 – Collaboration Among General and Special Educators

The district promotes collaboration among general and special educators at the prevention and intervention levels.

OVERVIEW

District TnREppp Self-Assessments of Practices, Policies and Procedures for the Identification of Students with Disabilities

Annually, the State reviews the December 1 Unduplicated Census Data for students identified with disabilities in order to determine Tennessee school districts with *Disproportionate Overrepresentation*. The State's review of this data utilizes the *relative risk ratio (RRR)* for the examination of students with disabilities in each of the federal reporting race/ethnicity categories (American Indian/Native Alaskan, Asian/Pacific Islander, Black, Hispanic, and White) for all students receiving services in special education and related services and the high incidence disability categories of Autism, Emotional Disturbance, Mental Retardation, Other Health Impairments, Specific Learning Disabilities, and Speech and Language Impairment.

Subsequent to this data review, school districts are notified of status as determined by analysis of this data. Each district with disproportionate representation is required to conduct a self-assessment of practices, policies, and procedures employed in the identification of children with disabilities. This review provides detailed descriptions and evidence for each of six focus areas that most directly impact the appropriate identification of students for services in special education. Each self-assessment is rated by a State panel. Individual ratings are verified for reliability among the raters. District responses for each of the six focus items required in this self-assessment are evaluated and rated at one of four levels: Exemplary (4), Adequate (3), Partially Adequate (2) and Inadequate (1). The six areas of focus reviewed in the *Tennessee Rubric Evaluation of policies, practices, and procedures Self-Assessment (TnREppp SA)* are:

1. referral and eligibility decisions, methods, types of measures and identification decision frequency;
2. equitable representation of students who are culturally and linguistically diverse in all programs, including gifted;
3. effective intervention options to student learning difficulties, before or in lieu of referral for special education services;
4. on-going training and support of teachers addressing individual learning needs through differentiated instruction, aligned to academic grade-level content;
5. procedures for location, referral and identification that are transparent, equitable, and multidisciplinary; and
6. promotion of collaboration among general and special educators at the prevention and intervention levels.

Districts with a rating of "Adequate" or "Exemplary" for this self-assessment meet the requirement that "the disproportionate overrepresentation is not the result of inappropriate identification". An "Exemplary" rating is awarded to those districts with self-assessments that:

1. clearly describe and provide evidence of Exemplary policies, practices, and procedures;
2. include specific improvement activities that outline strategies which target the reduction of students in the ethnic/racial group identified with disproportionate overrepresentation in special education and related services or targeted disabilities; and
3. provide extensive responses and/or evidence and documentation that ensures the Disproportionate Overrepresentation is not the result of inappropriate identification practices.

Each district self-assessment included in this document was determined to be *Exemplary* by all members of the State's Disproportionality Self-Assessment Review Panel for "Review Item 6". The disability (ies) and ethnic group(s) identified with disproportionate overrepresentation is/are listed at the top of each district's TnREppp SA. It is notable that over the past three years the strategies used and revisions implemented in district practices, policies, and/or procedures as the result of this self-assessment and the improvement plan process have been extremely effective in reducing disproportionate overrepresentation by districts that have conducted this self-assessment. Of the 27 districts identified with disproportionate overrepresentation for data reviewed in FFY 2006, 10 districts were found to be no longer disproportionate for data reviewed in FFY 2007. Additionally, 16 districts that continued to have Disproportionate Overrepresentation were successful in reducing the disproportionate overrepresentation gap.

DISTRICT REVIEW ITEM 6

Collaboration Among General and Special Educators

The district promotes collaboration among general and special educators at the prevention and intervention levels.

4

Exemplary

There is evidence of ALL of the following:

The district:

- ☐ (6.01) encourages and supports collaboration between general and special education at district and school levels;
- ☐ (6.02) provides training in collaboration and co-teaching for general and special educators;
- ☐ (6.03) includes representation across departments in all working and planning teams;

The district's:

- ☐ (6.04) schools (all) allocate time for special education and regular education collaboration on a routine basis;
- ☐ (6.05) student support teams include multiple members who are general education personnel;
- ☐ (6.06) general educators take responsibility for early intervention instruction with struggling learners;
- ☐ (6.07) general educators have available and use a variety of tools and resources to provide early intervening services;
- ☐ (6.08) schools are structured in a way that allows for close collaboration between general and special educators, so that most accommodations are provided in the general education classrooms and special educators are used as a resource by general educators.

School District: Athens City

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. Disability *Autism / Ethnic Group W*
 2. Disability *Select One / Ethnic Group Select One*
 3. Disability *Select One / Ethnic Group Select One*

(6) Collaboration among General and Special Educators

Review Item 6	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
The district promotes collaboration among general and special educators at the prevention and intervention levels.	Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.	
	6.01 Does your district encourage and support collaboration between general and special education at district and school levels? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>The district encourages and supports collaboration between general and special education through such activities as common planning times, weekly grade level meetings which include both general and special educators, joint attendance at trainings and conferences, and co-teaching in the general education classroom. Additionally, special programs (Reading Recovery, Title I, Special Education, General Education) collaborate to identify students using a system matrix which identifies and places student for additional interventions and support services.</u>	6.01 Documentation of schools providing collaboration or co-teaching.
	6.02 Does your district provide training in collaboration and co-teaching for both general education and special education teachers? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>The following professional development opportunities which included collaboration between general and special education were provided during the 2007-2008 academic year: Differentiated Instruction Workshop in Whole Group February 5, 2008; Making Algebra Child's Play March 6, 2008; Play therapy and Beyond April 15-16, 2008; Practical Strategies for Working with Students with Asperger's Autism October 17, 2007; SE Conference February 27-29, 2008; Autism Workshop March 13, 2008.</u>	6.02 Documentation of training in collaboration or co-teaching (i.e., In-service agendas with content, planned follow-up activities) <u>Documentation of travel to/ attendance at the training sessions is kept in the Office of Special Education as well as the Office of the Secretary to the Director of Schools. Agendas for training sessions are kept by the individuals who attended the training sessions copies are housed in the Office of the Supervisor of Special Education and Federal Projects or the Office of the Supervisor of Curriculum and Instruction.</u>
	6.03 Does your district include representation across departments in all working and planning teams? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>All working and planning teams include representation from all stakeholders. Determination of representation is made based on the purpose of the team.</u>	6.03 Evidence of representation across all departments <u>2008 TCSPP Template 1.1 page 6</u>
	6.04 Do all schools in your district allocate time for special education and regular education collaboration on a routine basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe this process. <u>Time is provided for special education and regular education collaboration on a routine basis in each school. Grade level meetings include participation by special education personnel. Additionally, special education and three general education teachers have a common planning time at Athens Junior High School.</u>	6.04 Building schedules (highlighting collaborative planning opportunities) <u>Building schedules are housed at each school and the Office of the Supervisor of Curriculum and Instruction. Additionally, schedules for special education teachers are housed in the Office of Special Education at the Central Office. Grade level meetings are held on a rotating basis after classes have dismissed for the day.</u>
	6.05 Do student support teams in your district include multiple members who are general education personnel? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe the process for conducting student support teams in your district. <u>A support team is convened to monitor interventions and supports provided for students in the general education curriculum who are at-risk of not meeting the state academic standards.</u>	6.05 Evidence of general education collaboration in student support
	6.06 Do general educators take responsibility for early intervention instruction with struggling	

learners in their classroom? ☒ Yes ☐ No If yes, please briefly describe. The following early intervention programs implemented by general educators are provided for struggling learners: Phonemic Awareness Kit (K); SRA Imagine It (1); SRA Early Interventions in Reading (1); Language for Learning (Pre-K-K).

6.07 Do general educators have available and use a variety of tools and resources to provide early intervening services? ☒ Yes ☐ No If yes, please briefly describe. The following resources and tools are available to educators for use in the Four Star Academy which is an inclusive preschool for at-risk children: Houghton Mifflin Language Curriculum and Checklists, Phonemic Awareness Kit, Lanugage for Learning; PALS Langauge Assessment; PPVT; First Step Screening; Early Growth Indicators Benchmark Assessment; on-going progress monitoring and formative assessment; Child Find Parent Checklist; physician referrals; Early Language Literacy Classroom Observation Screening Instrument; Early Childhood Environmental Rating Scale

6.08 Are schools in your district structured in a way that allows for close collaboration between general and special educators, so that most accommodations are provided in the general education classrooms and special educators are used as a resource by general educators? ☒ Yes ☐ No If yes, please briefly describe. Inclusion students in the LRE receive additional support through the use of para-educators and/or special education teachers trained in grade level academic standards Accommodations specified on the IEP are communicated to the general education teacher for implementation in the regular classroom.

teams
Athens City Schools Local Special Education Procedures Manual Section A-1

6.06 Evidence of early intervening instruction for struggling learners in the general education classroom
Phonemic Awareness Kit (K)
SRA Imagine It (1)
SRA Early Interventions in Reading (1)
Language for Learning (Pre K-K)

6.07 Evidence of materials and resources in the general education
Houghton Mifflin Language Curriculum and Checklists
Phonemic Awareness Kit
Language for Learning
PALS Language Assessment
PPVT
First Step Screening
Early Growth Indicators
Benchmark Assessment
Child Find Parent Checklist
Early Language Literacy Classroom Observation
Screening Instrument
Early Childhood Environmental Rating Scale
Additional copies of all tools and resources are available in the office of the Four Star Academy principal

6.08 Evidence that IEP teams consider all options of service beginning with accommodations in the general education classroom and collaboration with special education teachers as a resource to general education
Written conference notes are attached to IEP documentation.

School District: Blount County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. **Disability** *Mental Retardation / Ethnic Group W*
 2. **Disability** *Select One / Ethnic Group Select One*
 3. **Disability** *Select One / Ethnic Group Select One*

(6) Collaboration among General and Special Educators

Review Item 6	Review Response Items Note: The <u>TnREppp</u> rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <u>TnREppp Reviewer Guidelines and Scoring</u> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
<p><i>The district promotes collaboration among general and special educators at the prevention and intervention levels.</i></p>	<p align="center">Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.</p> <p>6.01 Does your district encourage and support collaboration between general and special education at district and school levels? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>The Blount County School District emphasizes collaboration between general and special educators at all levels of instruction. As previously mentioned each school has a school support-team (S-team) which meets at least monthly or in some cases weekly. The S-team is comprised of at least one grade level special educator, building psychologist and/or counselor, principal and one to several general educators. S-teams are an excellent example of cooperative problem-solving, and Blount County has set forth specific guidelines for them (see pages 9-10 and 203). Records of each meeting are maintained in a notebook which is kept at each school. Regular educators are required to initiate or maintain classroom interventions designed to increase the achievement and success of those students suspected of having a disability. Special educators, psychologists and counselors “support” or assist the regular teacher by providing alternate materials, teaching strategies, etc. to the regular education teacher for low achieving children. If the student does not improve with such interventions, the child is typically referred for further evaluation. More recently the program of Response to Intervention (RTI) is an example of teachers being trained in a collaborative process to identify students with special needs. Teachers are granted one half day per month to work at grade level teams for curriculum refinement to facilitate multiple tier instruction to increase student performance. All elementary schools in the system are utilizing this program. Another example of a building level support structure designed to increase collaboration is professional development (PD). This is done at both individual and multiple school sites. A recent PD activity has been a six week book study to review Jensen’s brain research and subsequent implications for classroom instruction. A cornerstone of the Blount County schools is that teachers will assume ownership of their community of learners. All PD and in-service training activities are designed to accomplish this. The Continuous Improvement Monitoring Process (CIMP), which is carried out by the Tennessee Department of Education, is another opportunity for our system to collaborate. Serving as a steering committee, regular and special educators, school administrators and board members, and community persons combine their expertise to review special education in Blount County to ensure that State and Federal special education standards are being met. Perhaps the most obvious example of collaboration between regular and special educators, however, is that of our inclusion program. This option of special education service is in keeping with the least restrictive (LRE) placement for a child with special needs. Either a special education teacher or assistant assists the regular education teacher in instructing special needs students. The idea is that</u></p>	<p>6.01 Documentation of schools providing collaboration or co-teaching.</p> <p>6.02 Documentation of training in collaboration or co-teaching (i.e., In-service agendas with content, planned follow-up activities) <u>RTI training was provided for special service and other certified educators. A special education meeting agenda previously mentioned is attached (see pages 24-28 and 201).</u></p> <p>6.03 Evidence of representation across all departments <u>Evidence of representation across all departments can be found on s-team logs. Each member in attendance signs the log.</u></p> <p>6.04 Building schedules (highlighting collaborative planning opportunities) <u>All schools have monthly planning meetings which are attended by the principal, general, and special education teachers, guidance counselors, and literacy leaders.</u></p> <p>6.05 Evidence of general education collaboration in student support teams <u>Support team meeting logs RTI is a general education initiative.</u></p> <p>6.06 Evidence of early intervening instruction for struggling learners in the general education classroom <u>RTI docs, support team docs</u></p> <p>6.07 Evidence of materials and</p>

children, both eligible and non-eligible, learn best in the regular classroom. Weekly meetings keep regular and special educators focused on meeting the unique needs of IDEA students in the regular classroom.

- 6.02 Does your district provide training in collaboration and co-teaching for both general education and special education teachers? ☒ Yes ☐ No If yes, please briefly describe. Classroom teachers as well as special services teachers take part in RTI training as well as training in other intervention strategies that can be used for at-risk students in the regular classroom. See attached RTI manual (see pages 131-171).
- 6.03 Does your district include representation across departments in all working and planning teams? ☒ Yes ☐ No If yes, please briefly describe. The school support team is comprised of at least one grade level special educator, building school psychologist, guidance counselor, principal, and at least one regular education teacher.
- 6.04 Do all schools in your district allocate time for special education and regular education collaboration on a routine basis? ☒ Yes ☐ No If yes, please briefly describe this process. Support team meetings are held on a regular basis (one to four times per month) in every school. As required by IDEA standards, appropriate classroom teachers attend IEP team meetings at least once per year to develop a comprehensive program for each student. Collaborative planning exists on a daily basis between regular and special education. Besides support teams, inclusion services and RTI, all teachers have been trained in balanced literacy instruction. Moreover, a reading literacy coach is available in each K-5 school. If the child is identified as needing special education, the reading coach makes suggestions and does follow-up at IEP meetings. At the middle school the system has developed reading intervention classes for all students, who demonstrate low reading scores on the TCAP. In the high school we have recently developed the Ninth grade Academy program, which serves as a transition program for those students (regular and special education) "at-risk" for academic failure. The school support teams are held for 30 minutes to one hour each week.
- 6.05 Do student support teams in your district include multiple members who are general education personnel? ☒ Yes ☐ No If yes, briefly describe the process for conducting student support teams in your district. Support team meetings are held as often as once per week in elementary schools, and one to two times per month in each secondary school. These meetings are attended by classroom teachers, principals, school psychologists, and other appropriate professional personnel, as well as parents when appropriate. The school support team is comprised of at least one grade level special educator, building school psychologist, guidance counselor, principal, and at least one regular education teacher.
- 6.06 Do general educators take responsibility for early intervention instruction with struggling learners in their classroom? ☒ Yes ☐ No If yes, please briefly describe. Classroom teachers attend support team meetings, where they help develop, implement, and monitor individualized interventions for struggling learners. RTI is being implemented by regular education educators.
- 6.07 Do general educators have available and use a variety of tools and resources to provide early intervening services? ☒ Yes ☐ No If yes, please briefly describe. General education teachers have access to remedial/enrichment materials and have received training to implement interventions in the regular classroom (including formal, RTI programs).
- 6.08 Are schools in your district structured in a way that allows for close collaboration between

resources in the general education
RTI materials, see attached RTI manual. See previously mentioned pacing guide example used by teachers as well (pages 182-195).

- 6.08 Evidence that IEP teams consider all options of service beginning with accommodations in the general education classroom and collaboration with special education teachers as a resource to general education
Evidence of options considered by the IEP team are found in conference summaries and school support team meeting notes.

general and special educators, so that most accommodations are provided in the general education classrooms and special educators are used as a resource by general educators? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>All of the schools in our system have inclusion programs in which regular teachers and qualified special services personnel provide individualized instruction and help in general classroom environments. Classroom teachers with identified students receiving consultative services consult special services case managers as indicated with regards to issues of teaching materials and strategies, and they must provide the case managers with a bi-monthly written progress report for each student receiving consultative services.</u>	
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School District: Hardeman County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. **Disability** *Mental Retardation / Ethnic Group B*
 2. **Disability** *Select One / Ethnic Group Select One*
 3. **Disability** *Select One / Ethnic Group Select One*

(6) Collaboration among General and Special Educators

Review Item 6	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
The district promotes collaboration among general and special educators at the prevention and intervention levels.	Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.	
	6.01 Does your district encourage and support collaboration between general and special education at district and school levels? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>As outlined in Hardeman's HEART Manual, grade level meetings occur at least once per week. Regular and special education teachers collaborate in the grade level meeting to determine best practice strategies, differentiating instruction, and how best to meet the needs of all students in each class. Regular and special education teachers determine during these weekly meetings the role of each in the regular classroom. Through staff development, the teachers learn how to co-teach with best practice strategies.</u>	6.01 Documentation of schools providing collaboration or co-teaching.
	6.02 Does your district provide training in collaboration and co-teaching for both general education and special education teachers? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Professional Development training in collaboration and co-teaching with regular education teachers and special education teachers is on-going through-out the school year. Training began in the spring of 2008 with regular education teachers and in the fall of 2008 with special education teachers. Facilitators in each school will be trained weekly on how to provide staff development to their staff on co-teaching and collaborating with one another.</u>	6.02 Documentation of training in collaboration or co-teaching (i.e., In-service agendas with content, planned follow-up activities) <u>Whole group trainings and staff trainings on collaboration and co-teaching are documented with sign-in sheets. Agenda, planned activities, and follow-up are on file at the district office.</u>
	6.03 Does your district include representation across departments in all working and planning teams? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>The Hardeman County School District, in its implementation of the RtI process in the elementary setting and its piloting RtI in the secondary setting, pulls all department heads in for collaborating and planning the best strategies to incorporate in the schools across the district. Superintendent, supervisors, principals, reading facilitators, and teachers all are considered major stakeholders in our process. Work sessions are held weekly and through the State Improvement Grant, a consultant meets with Hardeman County once per month to share research-based information and best practice strategies.</u>	6.03 Evidence of representation across all departments <u>Sign-in sheets</u>
	6.04 Do all schools in your district allocate time for special education and regular education collaboration on a routine basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe this process. <u>Each elementary school (schools implementing RtI) has a scheduled grade level meeting time in which regular and special education teachers meet to collaborate and determine student needs. As we move forward in the planning stages of implementing RtI in the secondary schools, we are studying research on the best way to incorporate a collaborative effort between teachers in the secondary setting.</u>	6.04 Building schedules (highlighting collaborative planning opportunities) <u>Elementary schools have building schedules with meeting times highlighted.</u>
	6.05 Do student support teams in your district include multiple members who are general education personnel? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe the process for conducting student	6.05 Evidence of general education collaboration in student support teams <u>All HEARTeam meetings are documented with a written report on what is being addressed and the action taken by the HEARTeam. Each member of the team documents their involvement by their signature. Hardeman County recognizes this process as a regular education initiative. Special education teachers are involved only if their expertise is required. Documentation may be found with the reading facilitator in each school.</u> 6.06 Evidence of early intervening

support teams in your district. Each Hardeman County School has a HEARTeam (Hardeman Empowering Achievement Response Team) which follows student progress and determines through research based data if the student requires intervention in order to be successful in the regular education program. HEARTeam members include, but are not limited to, principal, counselor, reading facilitator, schools psychologists, and librarian. The special education teachers may be a part of the team for their expertise in meeting the needs of students through differentiated instruction and diversity. The special education teacher may not be called to participate in all meetings, but is considered an important resource. The regular classroom teacher becomes a part of the team when the teacher has a student being followed by the HEARTeam. Data determines if a student requires intervention. The HEARTeam follows the progress of any student receiving intervention outside the regular core instruction. The HEARTeam reviews weekly progress monitoring on the student, documents fidelity of the intervention and documents effectiveness of the instruction. The HEARTeam communicates with the parent throughout the intervention process. For more detailed information, please refer to the HEART Manual.

- 6.06** Do general educators take responsibility for early intervention instruction with struggling learners in their classroom? ☒ Yes ☐ No If yes, please briefly describe. Hardeman County School District implements a structured RtI process Kindergarten- Fifth grade. The RtI process is being explored this year in the secondary setting as well. The HEART Manual is very clear on how general educators will take responsibility for early intervention instruction. The HEART process is a 4 tiered model with special education being tier 4. General education teachers must show documentation that suspected Learning Disabled students have gone through tier 1, tier 2, and tier 3 before proceeding on to special education referral. This process is monitored very closely through the school HEARTeams. The HEART Manual, which is posted on the Tennessee State and Hardeman county web pages, provides strict guidelines that are followed. Please refer to the HEART Manual for more detailed information.
- 6.07** Do general educators have available and use a variety of tools and resources to provide early intervening services? ☒ Yes ☐ No If yes, please briefly describe. Hardeman County Schools use AIMSweb as a universal screening tool. Benchmark assessments are administered three times per year. Data from the assessment is used to determine students in need of intervention. General educators are provided an intervention component from the core reading program to use a a tiered instruction for intervention. Progress monitoring probes from AIMSweb are administered weekly to assure student growth. If, after a designated amount of time, the student is not making adequate and appropriate progress, more intervention time may be recommended and/or a different intervention program may be needed. All instruction is driven by data and data determines the needs of the student. Besides multi-leveled tiered interventions that are direct, explicit instruction provided by a teacher in a small group setting, general educators also have access to a variety of tools (to implement within the classroom), to provide early intervention. Some of the early intervening programs include, but are not limited to, WINGS, Earobics, THinkLink, A+, and Orchard.
- 6.08** Are schools in your district structured in a way that allows for close collaboration between general and special educators, so that most accommodations are provided in the general education classrooms and special educators are used as a resource by general educators? ☒ Yes ☐ No If yes, please briefly describe. All students receive instruction in the general education setting (including special needs students). Hardeman County believes that no one person is responsible for the education of one student, but rather all teachers are responsible

instruction for struggling learners in the general education classroom
Multi-tiered interventions in the Hardeman County Schools are documented per student on a timeline documentation page that is supplied to each general education teacher. Teachers must fill out this form on each student supplying benchmark testing scores, tier 1 benchmark scores, tier 2 progress monitoring score and tier 3 progress monitoring scores along with parent involvement. The HEARTeam must also document their involvement with the following of tier 2 and tier 3 student and parent communication. Please refer to the HEART Manual.

- 6.07** Evidence of materials and resources in the general education
Hardeman County Schools implementing the RtI process have supplied general education teachers with a pacing guide for the core reading program that must be followed district-wide. The pacing guide (located in every classroom, every building, and at the Board of Education) sites following the research-based program as it is written and providing differentiated literacy centers along with whole group and small group instruction. Any materials used during the instructional day are listed in the lesson plans which are on the desk of the teacher and on file with the principal. All materials used during the core reading program must be research-based and approved by the reading facilitator.
- 6.08** Evidence that IEP teams consider all options of service beginning with accommodations in the general education classroom and collaboration with special education teachers as a resource to general education
All teachers that are involved in a student's education meet with the

for the education of all students. General and special education teachers meet together in grade level meeting to collaborate and determine the needs of all students in the general education setting. Special education teachers are used as a resource to provide general education teachers with ideas on differentiation and how to meet the individual needs of all students in the general education setting. Special education teachers may be in the general education setting co-teaching and/or providing for individual needs of any students. Special and general education teachers use research-based data to determine gaps in learning and specific needs of students. Multi-tiered intervention is prescribed for students according to data. All teachers are involved in providing intervention to students.

IEP team to determine placement, service, and accommodations for the students along with parent involvement. Each academic subject and auxiliary class is taken into consideration when determining needed accommodation. Evidence of this is provided on the IEP signature page and on conference notes regarding the student. Evidence is also documented in the grade level meetings when discussing the needs of students.

School District: Loudon County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. Disability *Speech and Language Impairments / Ethnic Group W*
 2. Disability *Other Health Impairment / Ethnic Group W*
 3. Disability *Select One / Ethnic Group Select One*

(6) Collaboration among General and Special Educators

Review Item 6	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
The district promotes collaboration among general and special educators at the prevention and intervention levels.	Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.	
	6.01 Does your district encourage and support collaboration between general and special education at district and school levels? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Loudon County Schools encourages collaboration between all teachers including general and special education teachers. At the school level, committees include special education teachers. Special education teachers serve with general education teachers on designated school improvement committees. General and special education teachers work in collaboration assessing and reviewing student progress. IEP Teams are responsible for developing an IEP that will serve each student in the least restrictive environment. General education teachers are trained on the use of accommodations and modifications and are given a copy of the required accommodations and modifications that need to be implemented in the general education setting for specific students necessary to promote the academic success of the student. Inclusionary programs are available in every Loudon County School and the IEP determines the amount of services that will be provided. At the beginning of the 2008-2009 school year, special education personnel offered training sessions on accommodations and modifications at the elementary, middle, and high school levels to every school employee.</u>	6.01 Documentation of schools providing collaboration or co-teaching. 6.02 Documentation of training in collaboration or co-teaching (i.e., In-service agendas with content, planned follow-up activities) <u>Professional Development Notebook</u> <u>SIP</u> <u>Professional Development Schedules</u> <u>Informational and Instructional Tips Notebook</u> <u>E-mail Correspondence</u> <u>Faculty Meeting Agendas</u> <u>Grade Level Meeting Notes</u>
	6.02 Does your district provide training in collaboration and co-teaching for both general education and special education teachers? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Professional development sessions on the how's and why's of effective inclusionary implementation are provided for general education teachers, special education teachers, and special education paraprofessionals. The S-Team process and the RTI process demands collaboration on the parts of both general education personnel and special education personnel. Informational articles and instructional tips are distributed by the special education supervisor to both general education and special education personnel on a routine basis.</u>	6.03 Evidence of representation across all departments <u>Professional Development Sign In Sheets</u> <u>Inclusion planning forms</u> <u>Grade Level Meetings</u> <u>Faculty meetings</u>
	6.03 Does your district include representation across departments in all working and planning teams? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Attempts are made to include special education personnel in grade level meetings at the school level. Specific planning time for special education teachers to work with general education teachers is not always designated; however, teacher planning time does overlap in many schools providing opportunities for collaboration. General and special education teachers are given opportunities to attend workshops which promote collaboration across curriculums.</u>	6.04 Building schedules (highlighting collaborative planning opportunities) <u>Grade Level Meetings</u> <u>Faculty meeting Agendas and/or meeting notes</u> <u>Professional Development sessions</u>
	6.04 Do all schools in your district allocate time for special education and regular education collaboration on a routine basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe this process. <u>All Loudon County Schools are given the opportunity to attend training sessions that focus on</u>	6.05 Evidence of general education collaboration in student support teams <u>S-Team/RTI Intervention Plans</u> <u>Special Education Referral Procedures</u> 6.06 Evidence of early intervening instruction for struggling learners in the general education

	<p><u>general and special education collaboration. Special education personnel conducted several of the 2008-2009 opening day inservice sessions for all school personnel.</u></p>	<p>classroom <u>S-Team/RTI Documentation Forms</u></p>
6.05	<p>Do student support teams in your district include multiple members who are general education personnel? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe the process for conducting student support teams in your district. <u>Every school in our district has a School Support Team. Membership of the team consists of a S-Team case manager, the referring general education teacher, the parent, and a LEA Representative. The school psychologist attends as needed throughout the process and for the most part at every final S-Team/RTI meeting. The team has the responsibility of reviewing the scientifically-validated instructional data collected in the general education setting and determining whether additional interventions or a referral to special education is warranted.</u></p>	6.07
6.06	<p>Do general educators take responsibility for early intervention instruction with struggling learners in their classroom? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>General education teachers are responsible for identifying students who are struggling in their classroom. Once he/she identifies a struggling student, it is his/her responsibility to refer the student to the school's S-Team/RTI Team. The team then develops interventions that the general education teacher is responsible for implementing either through the S-Team process or TIER 1 interventions. They are also responsible for gathering the data as the first step in this process for a specified amount of time.</u></p>	<p>Evidence of materials and resources in the general education <u>Inclusion Schedules</u> <u>Inclusion Planning Form</u> <u>S-Team Interventions</u> <u>RTI interventions</u> <u>Materials Inventory Lists</u> <u>IEP's</u></p>
6.07	<p>Do general educators have available and use a variety of tools and resources to provide early intervening services? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Multiple tools and resources are available to general education teachers for intervention. Computer software programs, supplemental reading and math materials, classroom supports via inclusion, curriculum coaches, website resources, and in-service trainings are readily available for use by the general education teachers across the district.</u></p>	6.08
6.08	<p>Are schools in your district structured in a way that allows for close collaboration between general and special educators, so that most accommodations are provided in the general education classrooms and special educators are used as a resource by general educators? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>All general education teachers and special education teachers have opportunities to collaborate. All teachers participate in professional development sessions centered on differentiated instruction, standards and curriculum maps. Within the inclusion classrooms, regular collaboration is a must to meet the needs of students within the general education setting. As a general rule, students remain in the general education classroom for instruction. If the student's academic abilities or behavioral skills hinder his/her learning or the learning of his/her classmates, an alternate setting will be determined by the IEP team. A variety of resources have been purchased for schools and general education teachers in an attempt to help carry out all accommodations and modifications needed in the general education setting. General education teachers have access to resources needed for instruction via the special education department.</u></p>	<p>Evidence that IEP teams consider all options of service beginning with accommodations in the general education classroom and collaboration with special education teachers as a resource to general education <u>Student IEP's</u> <u>Inclusion Planning Forms</u> <u>Continuum of Services Checklist</u></p>

School District: **Jackson-Madison 570**

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: **1. Disability Mental Retardation / Ethnic Group B**
2. Disability Select One / Ethnic Group Select One
3. Disability Select One / Ethnic Group Select One

(6) Collaboration among General and Special Educators

Review Item 6	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the TnREppp Reviewer Guidelines and Scoring.	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
The district promotes collaboration among general and special educators at the prevention and intervention levels.	Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.	
	6.01 Does your district encourage and support collaboration between general and special education at district and school levels? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>The district has established a collaboration system on a daily basis for all teachers for 30 min. per day at the high school level, weekly at the elementary, intermediate and middle schools.</u>	6.01 Documentation of schools providing collaboration or co-teaching.
	6.02 Does your district provide training in collaboration and co-teaching for both general education and special education teachers? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Collaboration and co-teaching for both general and sped teachers is under the direction of the instructional coaches at each school.</u>	6.02 Documentation of training in collaboration or co-teaching (i.e., In-service agendas with content, planned follow-up activities) <u>Instructional Coach Training</u>
	6.03 Does your district include representation across departments in all working and planning teams? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Each school has a leadership team with representatives across departments. At the district level representatives include administrators, teachers, and supervisors. Standards training at both the district and school level include personal from high schools, middle, intermediate, and elementary.</u>	6.03 Evidence of representation across all departments <u>Leadership team meetings</u>
	6.04 Do all schools in your district allocate time for special education and regular education collaboration on a routine basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe this process. <u>At the elementary level the collaboration occurs during grade level meetings usually once a week. AT the intermediate and middle schools the collaborations occurs during the TEAM meetings. At the high school level the collaboration takes place during their scheduled plan time.</u>	6.04 Building schedules (highlighting collaborative planning opportunities) <u>Collaboration Schedules</u>
	6.05 Do student support teams in your district include multiple members who are general education personnel? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe the process for conducting student support teams in your district. <u>The primary purpose of the School Achievement Team is to ensure that students are provided the maximum opportunity to be successful in the regular education program. The Team is led by the principal, instructional leader or designated person. The team consist of at least 3 more permanent members; additionally the regular educatio teacher of the student being reviewed will join the team. The team reviews the student's universal screening results, reviews progress monitoring results and/or benchmark, reviews the student's current performance, determines the student's learning needs, designs appropriate instructional interventions, assigns responsibilities for implementation, and develops a follow-up plan.</u>	6.05 Evidence of general education collaboration in student support teams <u>School Support Teams</u>
	6.06 Do general educators take responsibility for early intervention instruction with struggling learners in their classroom? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Each general</u>	6.06 Evidence of early intervening instruction for struggling learners in the general education classroom <u>Intervention Folder</u> 6.07 Evidence of materials and resources in the general education <u>List of resource Available (GRADE, G-MADE Interventions)</u> 6.08 Evidence that IEP teams consider all options of service beginning with accommodations in the general education classroom and collaboration with special education teachers as a resource to general education <u>Accommodations Considered</u>

educator maintains a file on each student containing pretesting to determine the students areas of needs. The educator then uses interventions and differentiated instruction to address these areas of need. This documentation is placed in that childs folder.

- 6.07** Do general educators have available and use a variety of tools and resources to provide early intervening services? ☒ Yes ☐ No If yes, please briefly describe. The educators have a wide varity of tools and resources at their disposal for early intervention. The Instructional Coach at each school assist the teachers in accessing the necessary material for eary intervention.
- 6.08** Are schools in your district structured in a way that allows for close collaboration between general and special educators, so that most accommodations are provided in the general education classrooms and special educators are used as a resource by general educators? ☒ Yes ☐ No If yes, please briefly describe. The IEP Team considers all accomodations that are necessary for the students in the general education classroom. These modifications and accomodations are reviewed with all teachers that serve the student to insure that the necessary steps are being taken for that students success in the classroom.

School District: Marshall County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. **Disability** *Mental Retardation / Ethnic Group W*
 2. **Disability** *Select One / Ethnic Group Select One*
 3. **Disability** *Select One / Ethnic Group Select One*

(6) Collaboration among General and Special Educators

Review Response Items		Supportive Evidence/ Documentation
Review Item 6	Note: The <u>TnREppp</u> rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <u>TnREppp Reviewer Guidelines and Scoring</u> .	List documentation/evidence on file in your district for each corresponding Review Response Item.
The district promotes collaboration among general and special educators at the prevention and intervention levels.	Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.	
	6.01 Does your district encourage and support collaboration between general and special education at district and school levels? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Inclusion & co-teaching models are in place in all schools in the LEA. S-Teams and IEP team meetings facilitate open lines of communication between General & Special education. S-Teams provide a structure for administrators, parents and all teachers, both general & special to assist in classroom interventions aimed at success for the individual student. School Psychologist provides information regarding interventions and facilitates connection of appropriate resources. Currently we are accumulating a variety of tools & resources to encourage collaboration. Examples include Title programs, A Plus software, curriculum libraries, etc. Schedules of teachers & student IEPs verify co-teaching & inclusion activities.</u>	6.01 Documentation of schools providing collaboration or co-teaching.
	6.02 Does your district provide training in collaboration and co-teaching for both general education and special education teachers? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Teachers are encouraged to attend professional development opportunities across the curriculum and in multi-disciplinary teams. Examples of training are included in the TCSP.</u>	6.02 Documentation of training in collaboration or co-teaching (i.e., In-service agendas with content, planned follow-up activities) <u>On file at Central Office</u>
	6.03 Does your district include representation across departments in all working and planning teams? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>All areas are required to be on teams and collaborate on the TCSP and TSIPs at individual schools. In the 08-09 SY we have begun professional learning communities. These PLC's are multi-disciplinary and include all staff members. At Central Office the supervisors meet weekly to ensure this multi-disciplinary approach.</u>	6.03 Evidence of representation across all departments <u>TCSP, TSIP & PLC's</u>
	6.04 Do all schools in your district allocate time for special education and regular education collaboration on a routine basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe this process. <u>Monthly staff meetings and administrative days allow for collaboration. In some schools common planning time is scheduled, which includes both special & general education teachers.</u>	6.04 Building schedules (highlighting collaborative planning opportunities) <u>Building schedules are on file at Central Office and scheduled activities for administrative days are kept on file.</u>
	6.05 Do student support teams in your district include multiple members who are general education personnel? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe the process for conducting student support teams in your district. <u>S-teams are held as determined by student need. An S-team can be held for any student that the team deems necessary. S-teams are mandated at various points within the referral process to determine Special Education eligibility. S-teams for struggling learners and/or behavior issues in general education would be scheduled by the general educator and all personnel in contact with that student would be in attendance to gain input Multi-disciplinary teams are strongly encouraged.</u>	6.05 Evidence of general education collaboration in student support teams <u>S-team minutes</u>
		6.06 Evidence of early intervening instruction for struggling learners in the general education classroom <u>New Special Education referral process & new Tiered Intervention Procedures</u>
	6.07 Evidence of materials and resources in the general education <u>Purchase Orders & staff development opportunities</u>	
	6.08 Evidence that IEP teams consider all options of service beginning with accommodations in the general education classroom and collaboration with special education teachers as a resource	

- 6.06** Do general educators take responsibility for early intervention instruction with struggling learners in their classroom? ☒ Yes ☐ No If yes, please briefly describe. In the 07-08 SY this was not occurring. However, in the new policies & procedures intervening services are mandated to be provided in the General Education environment. General Educators are currently being provided with the means to address the needs of struggling learners
- 6.07** Do general educators have available and use a variety of tools and resources to provide early intervening services? ☒ Yes ☐ No If yes, please briefly describe. Beginning in the 08-09 SY these resources are being made available. There is no data from 07-08 SY.
- 6.08** Are schools in your district structured in a way that allows for close collaboration between general and special educators, so that most accommodations are provided in the general education classrooms and special educators are used as a resource by general educators? ☒ Yes ☐ No If yes, please briefly describe. At the beginning of each school term, and as needed after that, Special Education teachers are required to meet with all teachers to allow them to review the IEP's of children in the General Education teacher's classroom. At this time, General Educators sign in review of the IEP. There is also a form that documents all accommodations/modifications that the IEP requires that is signed off on. Inclusion is increasing and creating a streamlined way of ensuring the IEP's accommodations are utilized in the General Education curriculum.

to general education
Review of current IEP's &
schedules of Special Education
staff show increased time in LRE,
inclusion and the documented
signatures of the General
Educators

School District: **Memphis City**

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: **1. Disability Mental Retardation / Ethnic Group B**
2. Disability Autism / Ethnic Group W
3. Disability Select One / Ethnic Group Select One

(6) Collaboration among General and Special Educators

Review Item 6	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
The district promotes collaboration among general and special educators at the prevention and intervention levels.	Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.	
	6.01 Does your district encourage and support collaboration between general and special education at district and school levels? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>District staff from general ed have led initiatives to encourage and support inclusive practices in all schools. Training has been provided for teams comprised of general and special education staff from each school. Discretionary funds have been provided by TNDOE.</u>	6.01 Documentation of schools providing collaboration or co-teaching.
	6.02 Does your district provide training in collaboration and co-teaching for both general education and special education teachers? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Training over time for principals, special education staff, and general/special education teaching teams TDOE Discretionary Funds will be used during the '08-09 SY to train Co-Teaching Teams(general and special education teachers) on Inclusive Schooling Practices.</u>	6.02 Documentation of training in collaboration or co-teaching (i.e., In-service agendas with content, planned follow-up activities) <u>Professional Development records Discretionary Funds Grant for Co-Teaching Training</u>
	6.03 Does your district include representation across departments in all working and planning teams? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Cross-functional planning teams are actively involved in training and implementation of inclusive practices</u>	6.03 Evidence of representation across all departments <u>Minutes from planning sessions, Professional dev records</u>
	6.04 Do all schools in your district allocate time for special education and regular education collaboration on a routine basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe this process. <u>Team planning is a district mandate, special education teachers are a part of the planning teams.</u>	6.04 Building schedules (highlighting collaborative planning opportunities) <u>Co-Teaching Schedules and planning times</u>
	6.05 Do student support teams in your district include multiple members who are general education personnel? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe the process for conducting student support teams in your district. <u>Student Support Teams includes multiple members who are general education staff</u>	6.05 Evidence of general education collaboration in student support teams <u>Student Support Team Powerpoint</u>
	6.06 Do general educators take responsibility for early intervention instruction with struggling learners in their classroom? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Implementation of RTI and three tier intervention process in general education classes.</u>	6.06 Evidence of early intervening instruction for struggling learners in the general education classroom <u>RTI Plan</u>
	6.07 Do general educators have available and use a variety of tools and resources to provide early intervening services? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Formative Assessment, Reading initiatives, Failure Free Reading, Stanford Math, Read 180, RTI Plan in general education classes</u>	6.07 Evidence of materials and resources in the general education <u>Discovery Education ThinkLink; Formative Assessment Schedule</u>
	6.08 Are schools in your district structured in a way that allows for close collaboration between general and special educators, so that most accommodations are provided in the general education classrooms and special educators are used as a resource by general educators? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Some schools are at advanced levels while</u>	6.08 Evidence that IEP teams consider all options of service beginning with accommodations in the general education classroom and collaboration with special education teachers as a resource

others are in the early stages of implementation on inclusive schooling practices: Co-Teaching

to general education
Teachers Schedules

School District: Monroe County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. **Disability** *Speech and Language Impairments / Ethnic Group W*
 2. **Disability** *Select One / Ethnic Group Select One*
 3. **Disability** *Select One / Ethnic Group Select One*

(6) Collaboration among General and Special Educators

Review Item 6	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
The district promotes collaboration among general and special educators at the prevention and intervention levels.	Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.	
	6.01 Does your district encourage and support collaboration between general and special education at district and school levels? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Monroe County Schools encourages collaboration between all teachers including regular and special education teachers. All committees include special education teachers at the individual schools. Special education teachers serve with regular education teachers on designated TSSIP committees. General and special education teachers work in collaboration assessing and reviewing academic progress of each student, creating the least restricted learning environments. General education teachers are given documentation showing accommodations and modifications to be implemented in general curriculum classes to promote the academic success of the student. Inclusionary programs are available at all schools to the extent determined by the IEP team. Please see 6.02 through 6.08 for Documentation of schools providing collaboration or co-teaching.</u>	6.01 Documentation of schools providing collaboration or co-teaching.
	6.02 Does your district provide training in collaboration and co-teaching for both general education and special education teachers? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>For implementation of inclusion services, general and special education teachers attended workshops to learn methods and strategies to increase learning potentials for general and special education students. The student referral process requires collaboration among general and special education teachers to provide documentation. In-service training for collaboration and teaching methodologies were provided in both 2007-2008 and 2008-2009 school years.</u>	6.02 Documentation of training in collaboration or co-teaching (i.e., In-service agendas with content, planned follow-up activities) <u>Professional Development Schedule:- Modern Red School House training days</u> <u>-IEP @ A Glance- EasyIEP Program</u> <u>-IEP Review/Signing Day</u>
	6.03 Does your district include representation across departments in all working and planning teams? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Specific planning time for special education teachers to work with general education teachers is not designated, however, teachers planning time does overlap in many schools providing opportunities for collaboration. General and special education teachers are given opportunities to attend workshops which promote collaboration across curriculums.</u>	6.03 Evidence of representation across all departments <u>Working Across Departments</u> <u>-Modern Red School House Training Days</u> <u>-Successful Inclusion Strategies and Techniques Seminar</u>
	6.04 Do all schools in your district allocate time for special education and regular education collaboration on a routine basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe this process. <u>All Monroe County Schools are given the opportunity to attend training which focus on general and special education collaboration. In Fall 2007 and Fall 2008 general and special education teachers participated in joint training sessions focusing on teaching strategies to improve Gateway Algebra I scores. Content Area teachers, including special education, attended workshops on comprehension, literacy, vocabulary, phonics, and fluency.</u>	6.04 Building schedules (highlighting collaborative planning opportunities) <u>Special Education and General Education Collaboration</u> <u>-Modern Red School House Training</u> <u>-Comprehension/ Reading</u> <u>-Vocabulary</u> <u>-Mathematics</u> <u>-Gateway Algebra I Training</u> <u>-2007-2008 and 2008-2009 Staff Development</u>
	6.05 Do student support teams in your district include multiple members who are general education	6.05 Evidence of general education collaboration in student support teams <u>Student Support Teams</u> <u>-Special Education Pre-Referral Procedures</u> <u>-School Support Team TimeLine</u>
		6.06 Evidence of early intervening

	<p>personnel? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe the process for conducting student support teams in your district. <u>Student support teams are implemented in each of the school within the county. A team consists of a school psychologist, general education teacher, guidance counselor, administrator/LEA representative, and the parent. The goal of the team would be to review scientifically-validated data instruction collected from the regular setting and determine what actions, if any, are necessary at that point. The general education teachers will then implement interventions for a six week period. At that time further needs of the team will be determined based upon the needs of the student.</u></p>	<p>instruction for struggling learners in the general education classroom <u>General Education Intervention Responsibilities</u> <u>- Monroe County RTI Action Plan</u></p>
6.06	<p>Do general educators take responsibility for early intervention instruction with struggling learners in their classroom? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>General education teachers are responsible for identifying students who are struggling learners. Following the Response to Intervention 4 tier model, at-risk students are placed at different levels of interventions depending on their strengths and weaknesses. The goal is for interventions to prove successful by students working up to grade level potential</u></p>	<p>6.07 Evidence of materials and resources in the general education <u>Intervention Tools and Resources</u> <u>-AIMSWEB</u> <u>-System Wide RTI planning in-service</u></p>
6.07	<p>Do general educators have available and use a variety of tools and resources to provide early intervening services? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Multiple tools and resources are available to general education teachers for intervention. AIMSWEB, reading specialists, instructional coach, and in-service trainings are available for use by the general education teachers across the county.</u></p>	<p>6.08 Evidence that IEP teams consider all options of service beginning with accommodations in the general education classroom and collaboration with special education teachers as a resource to general education <u>Collaboration Structure with Schools</u> <u>-IEP @ A Glance</u> <u>- Consultation Log/ Teacher Inquiry Form</u> <u>-Varied Resources available for student success</u> <u>-calculators, books on tape, alternative materials</u></p>
6.08	<p>Are schools in your district structured in a way that allows for close collaboration between general and special educators, so that most accommodations are provided in the general education classrooms and special educators are used as a resource by general educators? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Teachers collaborate across curriculums through written documentation on student progress or areas in need of attention. As a general rule, students remain in the general education classroom for instruction. If the student's academic abilities or behavioral skills hinder his/her learning or the learning of his/her classmates, an alternate setting will be determined by the IEP team. General education teachers have access to resources needed for instruction through the special education departments including, but not limited to calculators, books, books on tape, alternative materials</u></p>	

School District: **Shelby County**

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: **1. Disability *Mental Retardation / Ethnic Group B***
2. Disability *Select One / Ethnic Group Select One*
3. Disability *Select One / Ethnic Group Select One*

(6) Collaboration among General and Special Educators

Review Item 6	Review Response Items Note: The <u>TnREppp</u> rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <u>TnREppp Reviewer Guidelines and Scoring</u> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
The district promotes collaboration among general and special educators at the prevention and intervention levels.	Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.	
	6.01 Does your district encourage and support collaboration between general and special education at district and school levels? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>All schools provide planning periods for Special Education staff to allow for collaboration with the general education teachers. S-Teams include representatives from general and special education. Staff Development Collaboration</u>	6.01 Documentation of schools providing collaboration or co-teaching.
	6.02 Does your district provide training in collaboration and co-teaching for both general education and special education teachers? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>In-Service Training</u>	6.02 Documentation of training in collaboration or co-teaching (i.e., In-service agendas with content, planned follow-up activities) <u>System Wide & School Based In-service</u> <u>Flex Credit Hours</u>
	6.03 Does your district include representation across departments in all working and planning teams? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>S-Teams include representatives from general and special education. Representatives from general education include a cross-section of content and speciality areas. TCSSP Planning</u>	6.03 Evidence of representation across all departments <u>SI-Team Manual: Individual Responsibilities</u> <u>TCSSP</u>
	6.04 Do all schools in your district allocate time for special education and regular education collaboration on a routine basis? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe this process. <u>Grade Level & Departmental Meetings, Inservice Trainig, Flex Hours</u>	6.04 Building schedules (highlighting collaborative planning opportunities) <u>Powerschool Schedules</u>
	6.05 Do student support teams in your district include multiple members who are general education personnel? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe the process for conducting student support teams in your district. <u>S-Teams include representatives from general and special education. Representatives from general education include a cross-section of content and speciality areas. See S-Team Manual</u>	6.05 Evidence of general education collaboration in student support teams <u>S-Team Manual: School-Based Members</u>
	6.06 Do general educators take responsibility for early intervention instruction with struggling learners in their classroom? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Implement recommendations of S-Team and Response to Intervention. I-Station, RTI</u>	6.06 Evidence of early intervening instruction for struggling learners in the general education classroom <u>Student Referral Page</u> <u>Response to Intervention</u> <u>I-Station</u>
	6.07 Do general educators have available and use a variety of tools and resources to provide early intervening services? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Curriculum-Based Assessment and Research-Based Curriculum</u>	6.07 Evidence of materials and resources in the general education <u>Thinklink</u> <u>I-Station</u> <u>CBA</u> <u>Teacher Center Resources</u> <u>DEC Professional Library</u> <u>SCS Adopted Curriculum</u>
	6.08 Are schools in your district structured in a way that allows for close collaboration between general and special educators, so that most accommodations are provided in the general education classrooms and special educators are used as a resource by general educators? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Service Models</u>	

		6.08 Evidence that IEP teams consider all options of service beginning with accommodations in the general education classroom and collaboration with special education teachers as a resource to general education <u>Consultation</u> <u>Co-Teaching/Inclusion</u> <u>Consulting Teachers</u> <u>Learning Labs</u> <u>Shared Planning</u> <u>IEP</u>
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